

# ADJUSTMENT BETWEEN KINDERGARTEN AND FIRST GRADE

INCLUDING A STUDY OF DOUBLE SESSIONS  
IN THE KINDERGARTEN

By LUELLA A. PALMER  
ASSISTANT DIRECTOR OF KINDERGARTENS  
PUBLIC SCHOOLS, NEW YORK CITY



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915

Monograph



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## CONTENTS.

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	Page.
Letter of transmittal.....	4
Adjustment between kindergarten and first grade.....	5
The home and the kindergarten.....	5
Letter to primary teachers and kindergartners.....	6
Advantages of kindergarten training.....	7
Letter to supervisors of kindergartens and to kindergartners.....	10
Consideration of the replies.....	11
Letter to superintendents and principals.....	16
Means for better coordination.....	17
Double sessions in the kindergarten.....	21
Question form sent to kindergartens.....	21
Establishment of double sessions.....	22
Hours and work of kindergartners and primary teachers.....	22
Division of children for different sessions.....	23
Rank of kindergartners.....	24
Effect of double session.....	24
Advantages and disadvantages.....	25
Better use of afternoon hours.....	25
Conclusion.....	26
Table 1.—Double-session kindergartens—Hours, attendance, teachers.....	28
Table 2.—Double-session kindergartens—Effects upon teachers and children.....	32

## LETTER OF TRANSMITTAL.

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, June 26, 1915.*

SIR: There are now in the United States nine thousand kindergartens, in which more than four hundred thousand children, mostly between the ages of 4 and 6, are taught according to the methods of the Froebel kindergarten, more or less modified to correspond to accepted principles of education and to American life and American forms of school organization. Most of the kindergartens are included in the public-school systems of cities and towns, and most of the kindergarten children later attend the public schools. One of the most persistent questions of the kindergarten is how to bring about a better adjustment between the kindergarten and the first grade of the school. This question has interest alike for kindergartners and teachers of primary grades in the schools, as well as for school officers responsible for the making of courses of study. To assist in answering this question, the accompanying manuscript has been prepared by Miss Luella A. Palmer, assistant director of kindergartens in the public schools of New York City. I recommend that it be published as a bulletin of the Bureau of Education for distribution among teachers, supervisors, and directors of kindergartens and primary schools and students of education.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The honorable the SECRETARY OF THE INTERIOR.

## ADJUSTMENT BETWEEN KINDERGARTEN AND FIRST GRADE.

---

After years of trial and through alternate opposition and encouragement, the kindergarten has arrived at a point where it is considered an integral part of a complete educational system. It is felt to be a necessary gradual step in a child's development as he goes from the home into the institution which acquaints him with the larger social group.

The home and the kindergarten are sometimes felt to be more closely united than the kindergarten and the next grade of the school where the child begins the use of formal signs for language and number work. It is at about 6 years of age that most children appear to waken suddenly to the idea that a written sign has a meaning, a value in conveying thought. The rest of the mental life of the child at this time seems to be a gradual reorganization of widening experiences through the kindergarten and first-grade years. There should be no break between these two grades. Each should lead the child a step further along the path of education. As one step determines the starting point and general direction of the next and the second step advances from the point where the first left off, so the kindergarten should, by taking the general direction of education, advance the child to a point where the first grade can take him still further. If the aim of the school, including the kindergarten, is in accordance with the best educational ideals, the kindergarten will definitely prepare for the first grade, because it will help the child to develop to the fullest at his present stage, and the next grade will continue to aid this developing individual. If the two grades are perfectly adjusted to the progress of the developing child, there need be no adoption of the usual first-grade language and number signs in the kindergarten, nor need there be an adoption in the first grade of the particular handwork materials which children desire for expression at the kindergarten age.

That there is not this perfect adjustment between the kindergarten and the first grade is evident in many cases. It may be due to a misunderstanding of educational aims and methods or to the lack of ability to put ideals into practice. These two variants in the two grades would give a number of combinations which would account for the vastly different opinions that are expressed about the kindergarten. The burden of the criticism has fallen more

heavily upon the kindergarten, partly because it is one of the later additions to the educational plan. It is only in the process of formulating its own ideals and practice; furthermore, it stands as a single grade in the school. The first grade, on the other hand, represents the ideas of the whole school, and its aims and practices have been quite definitely outlined for many years. The question of the relation of the two grades must be one of adjustment—adjustment not to the particular ideas of kindergartners and primary teachers, but adjustment to the best growth of the developing child.

It was with the purpose of bringing the kindergarten and first grade into closer relationship that the Commissioner of Education sent to superintendents of various cities two letters, one to be answered by primary teachers, the other by kindergartners. The following is the letter for primary teachers:

DEAR MADAM: I desire especially to know what advantage children in the primary grades of the public schools who have had kindergarten training have over those who have not; also, what adjustments, if any, need to be made between the kindergarten and the lowest primary grades. Your experience and observation should enable you to speak with some degree of authority on this subject. May I, therefore, ask you to write me fully in regard to both points? Your letter will be greatly appreciated, and may be the means of much good to the children in the country.

Yours, sincerely,

P. P. CLAXTON, *Commissioner*.

The answers to these general questions could not be made the basis for a scientific statistical study, but any consensus of opinion would show wherein the ideals of the kindergarten and the first grade were in accord and what values the primary teacher appreciates in the kindergarten training. These answers would also show wherein the practice of the two classes might be changed to further the mutual ideals. The following figures merely point the direction for thorough investigation and further experiment in the matter of adjustment between these grades.

It must not be forgotten that certain factors would influence the replies given, such as the ideals and practice of particular kindergartners and the ideals and practice of particular grade teachers or principals. There are good, medium, and poor kindergartners, teachers, and principals. The probability would be that in the cases where all were intelligent and progressive, conserving the best growth of the child, there would be little call for adjustment; where, in a very few cases, all were inefficient, the teachers of both classes would desire a radical adjustment on the part of others; and where, as in the majority of cases, the good and poor were mingled, there would be an acknowledged ground for adjustment on both sides. We can judge from the following opinions whether this probability is proved a truth.



*Views of superintendents, principals, and primary teachers.*

Superintendents, principals, and primary teachers report that the child trained in the kindergarten shows an advantage over the non-kindergarten child in the following characteristics:

	Reporting affirmatively.
(1) Formation of good school (and life) habits, such as regularity, punctuality, orderliness, cleanliness, politeness.....	128
(2) Power of expression, involving fluency in language and also a fund of ideas, as well as dramatic expression.....	99
(3) Power of observation, concentration, and attention.....	95
(4) Perseverance or the energy to finish a task when once begun.....	14
(5) Control of the hand for manual work.....	93
(6) Self-reliance, initiative, adaptability, ability to cope with situations without direction.....	89
(7) Ability to work with others, willingness to wait one's turn, to cooperate, to share responsibility.....	88
(8) Responsiveness, willing obedience, and compliance with suggestion.....	69
(9) Knowledge acquired through actual experiences in the kindergarten.....	66
(10) Ability to imitate, to follow technical suggestions.....	43
(11) Interest in taking up any form of school work.....	38
(12) Control over muscular coordination.....	39
(13) Musical ability and rhythmical control.....	34
(14) Initial entrance to school made easy and attractive.....	24
(15) Ability to read and write more quickly.....	15

Compared with these advantages gained by the kindergarten child, the disadvantages mentioned seem few and unessential. The two given most frequently are—

	Reporting affirmatively.
(1) Too dependent in periods of handwork; need constant help and supervision..	25
(2) Unnecessary communication and ill-timed play.....	18

Other faults mentioned from one to three times are “no concentration or perseverance,” “superficial, not balanced nervously;” “more self-conscious, express less readily;” “indifferent to serious forms of grade work.” These scattering replies we may dismiss from further discussion, as they probably represent particular situations and show poor work on the part of either kindergarten or teacher.

As for the first-mentioned faults, they indicate certain lines which require investigation in order to secure a better adjustment of the two grades. If these criticisms are true, if a child needs “constant help,” and is not in earnest about his occupation, then he has not been under the right educational influences during the kindergarten period. But if, when looked at in the light of the best development of the child, these criticisms do not apply, then the standards set up by the primary teacher have not been in accord with the best education.

A child of 6 years who has learned to play earnestly, to have a purpose in view, and to concentrate on the accomplishment of his self-accepted task will not wish to be distracted by irrelevant conversation or by "fooling." It may be that some kindergartners do not realize that it is at the kindergarten period of a child's life that he develops from the holding of very incidental purposes to purposes which are more complex and require some degree of skill and continued effort for their attainment. If the kindergartner fails to understand this phase of development, she may continue to lead the child step by step when he is ready and anxious to be shown the end of the process and to guide himself on the road toward it. As the child sees only trivial steps, and knows that he is having no share in the determination of where they lead, he feels little responsibility for the ultimate result. He must occupy his mind with something, so his imagination plays with each step, and as he has no definite purpose to steady his ideas, they take a fanciful turn. This arriving at a result by the piecemeal dictation of the teacher promotes the habit of mind wandering.

Again, a kindergartner may not understand the educational value of crude results which have been attained by the initiative and self-directed effort of the 5-year-old child. Instead of helping him to improve in the direction which he desires, the kindergartner may set an end for him which he must often make attractive to himself by means external to the process involved in gaining it—he must let his imagination express itself through play or conversation because he is not interested in what the teacher has planned for him. He develops the habit of caring little for final results and of taking his enjoyment as he works along.

Perhaps the primary teacher may misunderstand the child's desires and powers. It may be that those who offered the criticism that the kindergarten children "indulged in unnecessary communication and ill-timed play" did not set tasks for the children which called forth their effort; the work may have been too easy, repeating something learned in the kindergarten; or the primary discipline may be too strict, making no allowance for a child's joyous attitude toward work and his desire for social encouragement.

If in kindergarten and primary grades problems can be presented to the child that are of vital interest to him, that he is anxious to solve, problems that involve thought in order to select and adapt ways and means, then he will have no time for the distractions of talk and "play." He will develop judgment and self-reliance by striving independently. Such a method used in the kindergarten would aid in overcoming the other fault mentioned by the primary teachers—that kindergarten children are too dependent in periods of handwork and need constant help and supervision.

The inferences are that the qualities which the primary teacher appreciates and finds valuable in her work are those mentioned under "advantages" of kindergarten children; otherwise more adverse criticisms would have been made. This shows primary ideals far removed from the old-time education, when quantity in reading, writing, and number work, together with a degree of submissive obedience, constituted the main measurements for a child's school work.

In 19 replies it was stated that the kindergarten saved the child time in his progress through school; 6 said that there was no saving; 5 said that the children were brighter at first, but showed no difference at the end of a year. This last criticism should provoke investigation, but as "brighter" at the beginning of the term probably meant more self-reliance, attention, and responsiveness (good life habits), as well as ability to take up the technical school work, the same kind of tests should be applied at the close of the year.

The adjustments suggested are very interesting when it is remembered that the suggestions come entirely from those outside the kindergarten. It is stated clearly by 7 correspondents that the only change desirable must be made in the first grade; 2 think the kindergarten should make all the changes; 12 suggest a connecting class; 25 state definitely that no connecting class is necessary, and many more imply it, while 22 urge that teachers and kindergartners should consult together and try to formulate mutual aims and practices.

The particular adjustments suggested for the kindergarten are:

	Teachers favoring.
(1) More independence in handwork periods.....	25
(2) More quietness during occupation and other table work.....	22
(3) Age limit be removed, so that a child may be placed in the class which is best suited to his development.....	15
(4) Time in the kindergarten be limited to one year, since repetition dulls interest and a child gains habit of acting without exerting mental energy.....	6
(5) More attention be paid to the use of English in conversation.....	4
(6) Introduction of reading and writing.....	4

The adjustments suggested for the first grade are as follows:

(1) Introduction of more handwork.....	22
(2) Greater freedom, discipline less strict.....	22
(3) Movable chairs and tables, and use of circle for conversation and games....	14
(4) Smaller classes, so that the teacher may give individual attention to the children.....	8
(5) Seatwork more creative, not mere following of teachers' dictation, more time allowed for this method of developing creatively.....	7
(6) Elimination of number work, except in actual problems.....	5

The following is quoted from a carefully written, open-minded discussion of the problem by a first-grade teacher: "In the kindergarten the child deals principally with things; in the primary, with words. In the kindergarten the play instinct is appealed to chiefly.

In the primary school, attention, concentration, must be secured and the memory must be trained." In these few sentences are sharply contrasted the principal points that need adjustment between the two classes. A child does not on his sixth birthday jump from an interest in things to an interest in words, nor from a desire to play to a state where he is always attentive and exercising his memory. His dealing with things in the kindergarten should have given him content for words, and more "things" should be supplied him in the grade, so that this content may be enlarged. Appeal to the true play instinct develops habits of attention and concentration, which should carry over into the grade, and the grade should strengthen these habits by giving the play spirit just a shade more of the aspect of work.

The letter sent to supervisors of kindergartens and kindergartners by the Commissioner of Education was as follows:

DEAR MADAM: I desire especially to know what the primary-grade teacher may reasonably expect of a child who has had kindergarten training; also, what adjustments if any, need to be made between the kindergarten and the lowest primary grades, in order that there may be a closer relation between the two. Your experience and observation should enable you to speak with some degree of authority on this subject. May I, therefore, ask you to write me fully in regard to both points? Your letter will be greatly appreciated and may be the means of much good to the children in the country.

Yours, sincerely,

P. P. CLAXTON, *Commsisioner*.

It is interesting to note that the characteristics mentioned most frequently by primary teachers as the noticeable result of kindergarten training are the same as those which the kindergartners have aimed most consciously to develop.

Views of kindergarten supervisors and kindergartners are here given:

	Reporting affirmatively.
(1) Formation of good school (and life) habits, such as regularity, punctuality, order, cleanliness, politeness.....	62
(2) Power of expression, involving fluency of language, also fund of ideas, as well as dramatic expression.....	72
(3) Power of observation, concentration, and attention.....	76
(4) Perseverance, or the energy to finish a task when once begun.....	3
(5) Control of hand for manual work.....	45
(6) Self reliance, initiative, adaptability, ability to cope with situations without direction.....	17
(7) Ability to work with others, willingness to wait one's turn, to cooperate, to share responsibility.....	44
(8) Responsiveness, willing obedience, and compliance with suggestion.....	19
(9) Knowledge acquired through actual experiences in kindergarten.....	28
(10) Ability to imitate, follow technical suggestions.....	43
(11) Interest in taking up any form of school work ("a desire to know and to do")	11
(12) Control over muscular coordination.....	36
(13) Musical ability and rhythmical control.....	65
(14) Initial entrance to school made easy and attractive.....	6
(15) Ability to read and write more quickly.....	3

It is not possible to compare the actual figures in the two sets of answers, because the questions were not the same and the number of answers not equal. Comparison can only be made very loosely between the percentages of frequency with which each characteristic was mentioned within its own set of answers. By this comparison it is possible to judge somewhat of the relative importance of the characteristic to the different groups.

*Relative importance of characteristics.*

	Primary teachers.	Kinder- gartners.		Primary teachers.	Kinder- gartners.
	<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
(1) School habits.....	14	11½	(9) Information.....	7	5
(2) Language expression.....	10½	13½	(10) Imitation.....	4½	8
(3) Observation, etc.....	10	14	(11) Interest in school.....	4	2
(4) Perseverance.....	11½	½	(12) Muscular control.....	4	7½
(5) Manual skill.....	10	8½	(13) Musical ability.....	3½	12
(6) Self-reliance.....	9	3	(14) Pleasant introduction to school.....	2½	1
(7) Cooperation.....	9	8	(15) Reading, writing.....	1½	½
(8) Obedience.....	7½	3½			

Making deductions from these percentages in a very general way, it might be inferred that kindergartners aim to develop more power of expression and more power of observation and attention than the primary teachers found the children had attained when they reached the first grade. The kindergartner tries to develop muscular co-ordination and musical ability as well as power to imitate. Is the difference in percentages in these latter respects due to the fact that the kindergartner values them more highly than the primary teacher? Or does a child have small opportunity to show his development in these respects in the primary? If the child is more efficient and enjoys life more when developed in these directions, should not the primary teacher have an opportunity to continue the kindergartner's line of education?

On the other hand, the primary teachers find that the child has gained in good school habits, in responsiveness and obedience, to a greater extent than the kindergartners have apparently expected. Are these qualities noted in the grades because they are found particularly useful in the primary? Do these habits create the atmosphere which the primary teacher finds conducive to development under her teaching, because they supply the more passive, receptive attitude in education? This latter can hardly be the case, for primary teachers also value self-reliance and initiative. Both primary teachers and kindergartners are found to esteem social development and manual dexterity.

Kindergartners mentioned several other points which they emphasized, and which they thought would be of benefit to a child entering the first grade. These are:

	Kindergartners mentioning.
(1) Development of senses.....	73
(2) Knowledge of color and balance.....	24
(3) Knowledge of form, size, shape.....	24
(4) Knowledge of concrete number and counting.....	38
(5) Ability to listen to a story and to enjoy good literature.....	19
(6) Development of memory.....	7
(7) Quality of tone in speaking.....	4
(8) Use of phonics.....	4

There are several questions that arise in considering the kindergartners' emphasis on the first three points above, and these must be answered before a better adjustment of kindergarten and primary can be made. Has the development of the senses reached its height at 6 years of age so that it is not necessary to continue further education in this way? Or is the kindergarten overemphasizing the development of the senses, particularly in technical points of color and form discrimination? Or is the grade neglecting a part of the child's education? The answer to all three questions might be partly "yes" and partly "no." At the age of 6 the larger, cruder, discriminations as to color, size, form have been made, and the senses can be developed further through the detection of the finer variations that come through the effort to paint, read, write. Possibly the primary teacher is not educating the whole child because she does not see the importance of developing the senses by finer discriminations or she may feel that education of this kind is implied in the larger purposes of the first grade. Could she use games that would call for still more discrimination?

Possibly the kindergartner is overemphasizing the importance of the work she is doing in this direction. Scientific observers have shown the ineffectiveness of abstract instruction with young children; yet kindergartners often spend much of their time "teaching" color. Dr. Dewey shows how discriminations actually arise when there is a vital need for them.

By rolling an object, the child makes its roundness appreciable; by bouncing it, he singles out its elasticity; by throwing it, he makes weight its conspicuous distinctive factor. Not through the senses, but by means of the reaction, the responsive adjustment, is the impression made distinctive and given a character marked off from other qualities that call out like reactions. Children, for example, are quite slow in apprehending differences of color. Differences from the standpoint of the adult so glaring that it is impossible not to note them are recognized and recalled with great difficulty. Doubtless they do not all *feel* alike, but there is no intellectual recognition of what makes the difference. The redness or greenness or blueness of the object does not tend to call out a reaction that is sufficiently peculiar to give prominence or distinction to the color trait. Gradually, however, certain characteristic habitual responses associate themselves with certain things; the white becomes the sign, say, of milk and sugar,

to which the child reacts favorably; blue becomes the sign of a dress which the child likes to wear, and so on; and the distinctive reactions tend to single out color qualities from other things in which they had been submerged. \* \* \* Variations in form, size, color, and arrangement of parts have much less to do, and the uses, purposes, and functions of things and of their parts have much more to do with distinctness of character and meaning than we should be likely to think. What misleads us is the fact that the qualities of form, size, color, and so on, are *now* so distinct that we fail to see that the problem is precisely to account for the way in which they originally obtained their definiteness and conspicuousness. So far as we sit passive before objects they are not distinguished out of a vague blur which swallows them all. Differences in the pitch and intensity of sounds leave behind a different feeling, but until we assume different attitudes toward them, or *do* something special in reference to them, their vague difference can not be intellectually gripped and retained.<sup>1</sup>

A child might develop in a way that would be more valuable for his next step in education if kindergartners would find or create situations which call for discrimination rather than place so much emphasis upon results of sense development, the knowledge of form, size, etc.

Thirty-seven kindergartners mentioned that the ability the kindergarten child gained in counting concretely by wholes, halves, quarters, etc., should be of some benefit for the first grade. Here again a compromise is necessary. Does the kindergartner overemphasize mathematics, developing a child far beyond his needs, or is the primary teacher not able to take advantage of what he has learned in the kindergarten? Perhaps there is a little of both. Faulty psychological ideas may be responsible for some of the kindergartner's emphasis on mathematics.

The same questions may arise in regard to listening to a story and enjoying good literature. Does the kindergartner overestimate the value of these, or the primary teacher underestimate it, or is it that the primary teacher has not the time to develop the children in these ways? The latter seems the most likely, yet assuredly the choice story well told is one of the most effective ways of inculcating high ideals.

The development of memory is mentioned by seven kindergartners as one of the advantages of kindergarten training. Memory, as the psychologists now tell us, is a capacity that can not be "developed." A kindergartner can give a content for it, store it as far as possible with good literature, happy times, etc., but she can not increase its retentiveness as a preparation for the first grade.

A few kindergartners spoke of the pleasant tone of voice which a child should develop in the kindergarten. Attention is not generally paid to this point, and it is no wonder that primary teachers omitted to mention it as a characteristic of children trained in the kindergarten.

The beginning of phonics was mentioned by a few. This practice is not general; it consists of imitating the calls of animals, or of recog-

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<sup>1</sup> Dewey, John. *How We Think*, p. 122.

nizing words or names that begin with the same letter. Where children of 6 are still in the kindergarten, it might be advisable to begin this work, but where those of 5 or  $5\frac{1}{2}$  are promoted, it can safely be left for the later grade.

The general conclusions are that, in the main, the kindergartner is consciously aiming to give and is giving the children the kind of education which the primary teachers find is helpful in the next grade.

There has been implied in the mention or nonmention of characteristics in the two sets of answers some possible adjustments which might be made in both kindergarten and first grade. Thirteen kindergartners feel that all adjustments should be made in the primary; three state that the kindergarten only should make them; five say that none are necessary.

In order that the kindergarten and primary should come into closer connection, it is suggested that—

	Kinder- gartners favoring.
Kindergarten courses include primary methods.....	14
Primary courses include kindergarten.....	20
Kindergarten teachers study primary work.....	12
Primary teachers study kindergarten.....	14

Other means suggested for a better understanding are—

- Primary teachers visit kindergarten.
- Kindergartners visit primary.
- Conferences of kindergartners and primary teachers.
- Kindergartners teach in 1A.
- Primary teachers teach kindergarten.
- Mothers' meetings be held together.
- Connecting class be formed.

To gain full value of kindergarten training the following is suggested:

	Kinder- gartners favoring.
Provide separate first-grade class for children trained in kindergarten.....	11
Abolish age limit for promotion to first grade, and send child on when developed enough for primary work.....	6

To carry over the kindergarten spirit into the grades, several changes are suggested:

	Kinder- gartners favoring.
Movable chairs and tables.....	16
More play spirit and regular game period.....	13
More handwork.....	14
Less rigid discipline.....	12
Smaller classes.....	9
More stories.....	7
More walks and excursions.....	5
Freer curriculum.....	7
More attractive rooms.....	4



Comparison of these points for adjustment reveals again that primary teachers and kindergartners are quite in sympathy with regard to the treatment of some of the problems.

*Changes favored.*

	Primary teachers.	Kinder- gartners.
	<i>Per cent.</i>	<i>Per cent.</i>
Introduction of handwork .....	30	31
Greater freedom .....	30	20
Movable chairs .....	19	33
Smaller classes .....	12	18
Seat work more creative .....	7	0
Elimination of number work .....	6	0

Primary teachers mention the need of freer discipline in their own grade more than the kindergartners, but perhaps the kindergartners think that the introduction of movable chairs and tables would have the effect of freeing the discipline. One kindergartner voices her main criticism of grade work as a lack of "mother feeling toward the child from the teacher." The need of having the seat work more creative and the dropping out of number work are points which the grade teachers alone mention.

It is interesting to note that while the kindergartners placed great stress on the mathematics which the child gained in the kindergarten, the only mention the grade teacher makes of the subject is to desire its elimination from the grade. Is there ground here for investigation into the kind of number work which children of 5 to 7 years of age are able to use in their problems? Should it be only that which is called for in the measuring of material for making toys and useful articles, in buying at the toy store, in dividing treasures evenly with one's neighbors?

Some of the kindergartners' replies state very clearly that their aim is to develop the child to the fullest of his present capacity, and in this way to prepare for the next grade.

A primary-grade teacher may reasonably expect that kindergarten training will result in an *awakened* child.

I firmly believe that a primary teacher may reasonably expect that an average child with kindergarten training should be able to meet every requirement of the first grade with intelligence and appreciation. He comes to his work with an open mind, ready to approach any task with enjoyment and enthusiasm. \* \* \* He has gained a sense of justice and honor as well as a high standard of moral and spiritual worth.

When our kindergartens are taught by teachers whose attitude toward children is like that described in the following letter, and when first-grade teachers have dreams such as those of the writer of the letter, an adjustment between the kindergarten and primary will

be an assured fact; that is, if superintendents and principals allow each teacher the liberty to work out the problem to the best of her ability:

P. P. CLAXTON,

*Commissioner, Washington, D. C.*

DEAR SIR: My experience in first-year primary work with kindergarten and non-kindergarten trained classes has strengthened my early conviction as to the value of the kindergarten. It is often difficult to lay hold upon results in education, and to say of this or that that it was due to a certain cause. It is impossible for one to say whether children with kindergarten training pass through the grades more rapidly than children without such training, because my observation has not been sufficiently extensive; but that children with kindergarten training have advantages came home to me a few years ago when, after several years of experience with children of this class, I undertook a school which had received no kindergarten training. The unresponsiveness with which I met was something I could not at first account for.

There are kindergartens whose influence is over-refining that send out a superficial, hothouse product. There are kindergartens governed by the old-time formal school methods. The effect of either of these is to dwarf the mind, and any advantages derived from them could not compensate for the arrested development of the child's individuality. "It is the self-activity of the child that counts most in his development and education."

The real kindergarten—the kindergarten which fosters the self-activity, the spontaneity and play impulse of the child, that promotes his individuality and that at the same time inculcates a regard for law and a respect for the rights and privileges of others, that arouses in the child a wholesome interest in the life about him and that quickens his senses—will exert, I think, a lasting influence; one that will tell all through his period of mental development. Children from such a kindergarten enter upon the first-grade work with good motor control, with habits of industry, order, courtesy, obedience, and self-control, with a larger language power, with minds awake, and with joy in their conscious power of self-expression.

For two years it was my good fortune to receive children trained in a kindergarten of this sort. These children had gained in physical control as evidenced in their lightness of feet, in their free and graceful movements, in the self-respecting posture of head and chest, and in their ability to work with their hands. They had learned to work, were self-helpful, inventive, and resourceful both in their work and in their play. The handwork, especially the free-cutting, was something exceptional, and manifested not merely manual dexterity, but power to see, power to image clearly an idea, and power of fixed attention.

Through its stories, gift lessons, conversations, play, and observations in the animal and plant world, the kindergarten develops the child's imagination, widens his experience, quickens his sympathies, stimulates his powers of observation, and increases his language power. All these exercises which contribute to power in discrimination of form, in ability to see number relations, and to broaden experience, are invaluable aids to the child when he enters upon his more formal grade work. Through its games and occupations habits of courtesy and helpfulness are fostered. And above all, the kindergarten contributes to the child's happiness.

I believe that the spirit of the true kindergarten should animate every primary school, that its methods of instruction should be continued, and that natural and spontaneous work and play and rest should receive their due share of attention. But the crowded condition of most primary schools permits little opportunity for freedom and individual self-expression, and it often seems to necessitate the instructing

kindergarten and primary work take the term's work that we call *constant* before being required to elect the course leading especially to kindergarten or primary grades. The main foundational course that all take during this term is elementary educational psychology (mainly child study). This course culminates in a study of the dominant native tendencies and interests of children during their successive periods of development. Something of the trend of this work is indicated by leaflet summaries, copies of which are provided for each junior. As one of the main results of this work, teachers and students come to realize that there is no justification for a sharp break in the school life and school work of the kindergarten and Grade I.

(3) During the second junior term, prospective kindergarten and prospective primary teachers have the following courses together: Educational psychology; sociology (if elected); primary methods; music; juvenile literature and songs; games and folk dances.

(4) During the second junior term the kindergarten students have directed observation in both kindergarten and primary grades.

(5) During their senior year these sets of students have the following in common: Principles of education, history of education, industrial occupations, primary methods, and seminary.

## II. Administrative means.

The chief administrative means which we have found valuable for increasing profitable relationships between kindergarten and primary work are:

(1) Including the kindergarten as a part of the elementary school rather than regarding it as a department by itself.

(2) Locating the kindergarten rooms close to the primary rooms.

(3) Beginning a class of kindergarten children at mid year in primary reading, but continuing with kindergarten work.

(4) Kindergarten and Grade I supervisors (critics) have interchange of work, e. g., the kindergarten supervisor helps supervise the industrial occupations of Grade I; and some years the grade I supervisor helps supervise the reading of the class that remains in the kindergarten.

(5) The assistant to the kindergarten supervisor is also assistant to the Grade I supervisor.

(6) Grade I children join the kindergarten children for part of their physical education.

(7) The kindergarten student teachers do half their teaching in the primary grades and the primary student teachers do much observation in the kindergarten grades.

(8) The teachers of kindergarten education occasionally teach a class in some other field of education, e. g., educational psychology, history of education, etc.

(9) A copy of the inclosed list of qualities of excellence in student teachers is placed in the hands of each prospective student teacher as a means of helping her to choose her course. In this they see that we believe that teachers of kindergarten and primary children need similar personal qualities.

The leaflets to which reference is made are entitled "Dominant Native Tendencies of the Various Periods of Child Life." (Kindergarten, primary, intermediate, etc.) "Centers of Interest." (Kindergarten, Grade I, etc.) "Qualities of Excellence in Student Teachers" (qualities equally essential for teaching pupils of all ages, qualities especially essential for teaching kindergarten and primary grades, etc.).

Teachers trained where such a view is taken of education will have no difficulty in bridging any imaginary gap between kindergarten and primary.

England shows by her infant schools that she understands better than America that the period from 4 to 8 years is marked by no sudden psychological change. A right adjustment of the school to the growing mind and body of the child will make the discussion of the adjustment between kindergarten and primary grades a topic of the past.

## DOUBLE SESSIONS IN THE KINDERGARTEN.

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The question of double sessions would seem to belong entirely to the realm of school administration; but since the accepted unit of kindergarten organization has until recently been one group of children, one morning session, and one set of teachers, the extension of kindergartens by means of adding another group of children and holding an afternoon session has carried the discussion well outside the limits of an administrative problem. The nature and range of the discussion are indicated in the accompanying tables and comments.

Of the 867 cities reporting for the school year 1911-12, to the Bureau of Education, 546 have morning and afternoon kindergartens. In order to learn the opinions of those who know most intimately the values and effects of double sessions, the following question form was sent to a selected group of 92 cities in various parts of the country. The 112 answers represent 45 cities.

DEAR MADAM: The Bureau is frequently asked for an opinion on the advisability of double sessions in kindergartens. Before issuing a statement the Bureau wishes to hear from the teachers themselves. Will you therefore kindly answer the following questions and return them to the Bureau as promptly as possible?

Your courtesy in this matter will be much appreciated.

Sincerely, yours,

P. P. CLAXTON,  
*Commissioner.*

1. Date of establishment of kindergarten in public-school system?
2. Date of introduction of two sessions a day?
3. What is the length—
  - a. Of the morning session in the kindergarten?
  - b. Of the morning session in the first grade?
  - c. Of the afternoon session in the kindergarten?
  - d. Of the afternoon session in the first grade?
4. Does the same group of children attend both sessions in the kindergarten?
  - a. If so, do the older or younger children attend in the afternoon?  
Reasons for this arrangement?
  - b. Is the afternoon group smaller than the morning group?
5. Are there—
  - a. Two kindergartners of equal rank?  
If so, how are the work and responsibility divided?
  - b. A director and an assistant?  
If so, how are the work and responsibility divided?
  - c. Is there only one kindergartner?
6. State frankly your opinion with regard to the effects upon the teachers as to—
  - a. Physical health?
  - b. Mental attitude (buoyancy, optimism, etc.)?
  - c. Quality of work done?
  - d. Amount of visiting in the homes of the children?
  - e. Frequency of mothers' meetings?
  - f. Professional study, etc.?

7. What are the advantages (not indicated above) of two sessions a day—
  - a. To children?
  - b. To teachers?
8. Do the advantages, everything considered, outweigh the disadvantages?
9. Do you consider the conditions under which you work and the work required of you to be more difficult than is the case with the primary teachers of your school? For what reasons?
10. How might the school board use your afternoon school hours to better advantage than by requiring a second session?  
 City....., School....., Signature.....

The answers to these questions should indicate whether cities, both large and small, have found it necessary or expedient to introduce the double session; whether it has demanded harder work from the kindergartner than the primary teacher; whether there is a preference for a particular session, and why; whether all kindergarten teachers are ranked on the same basis; whether the double session has an injurious effect upon the children, the kindergartner, or the social work of the school; and, lastly, whether the kindergartners have thought out any plans to improve present conditions.

*Establishment of double sessions.*—In larger cities it seems to have been found imperative to organize double sessions almost immediately after the introduction of the kindergarten into the public-school system. The dates for double sessions begin with St. Louis in 1875. Between 1902 and 1906 the rapid growth of the kindergarten idea made it necessary to have afternoon sessions in nearly all cities where the kindergarten had been previously established.

The reports from 7 cities show that the same children attend both sessions, but of these, 2 say that only the older children return for the afternoon. One city gives as its reason for having the children come back that "the mothers are Polish and work out all day, and it is better to keep the children where they will learn English and right conduct."

Thirty-eight of the cities from which replies came have two different classes of children in the same room, one in the morning and one in the afternoon.

*Hours and work of kindergartners and primary teachers.*—Twenty-two of the cities report shorter hours for kindergartners than primary teachers. The kindergarten sessions average 2 to 2½ hours, while the primary classes are from one-fourth to one-half longer. In three instances the two sessions of the kindergarten taken together last 4½ hours, while the primary class is in session but 4 hours. In 15 of the 45 cities the total teaching time for kindergartners and primary teachers is the same, although the kindergarten children have but one session a day.

A large majority of the kindergartners (77 out of 109) consider the work of the primary teachers as difficult as their own. One says

that "kindergarten work is not more difficult, but takes more time." Another thinks "the work is not more difficult, but is more of a strain on the nerves, and requires more patience. By the time the first-grade teacher gets the children, they have become disciplined, have gained the power to listen, can pay attention, and take directions to some extent." One kindergartner thinks that her work is easier because she has no responsibility for promotions; she "does not have to bring all the children up to a uniform standard." Those who feel that the work is harder give the following reasons: "A kindergarten teacher has two sets of children the same size as the primary teacher, and so has to respond to many differing personalities." "The primary teacher has the same children all the day, and so each one under her care knows her at her best in the morning hours." "If the kindergartner is responsible for the two sessions, she has to repeat much of the same work in the afternoon, and in this way loses buoyancy and enthusiasm." "Primary teachers plan to have lighter subjects in the afternoon, but the kindergarten is another cycle." "It is harder if the kindergartner is responsible for the work of an untrained assistant." The general opinion seems to be, as stated by one kindergartner: "Just as much preparation of work is necessary, just as much energy is needed, and conference with mothers is just as important in the primary as in the kindergarten."

*Division of children for different sessions.*—It is curious to note the similarity of the reasons given for having children attend a certain session and yet the dissimilarity of conclusions drawn.

Ten kindergartners state that the younger children need more sleep, but for this reason 4 infer that it is better to have them come in the morning, so that they can take an afternoon nap, and 6 think that the afternoon session would be better because the little ones like to sleep late in the morning. Six state that the teacher is fresher and more alert early in the day, but some conclude from this that the older children who are to be promoted should have the benefit of the teacher at her best, as they "need quick response, enthusiasm, and alertness on the part of the teacher." Others say that the younger children require more play spirit and adaptability in the kindergartner, and therefore should come in the morning. There is as much divergence of opinion when children and not teachers are considered. Some say that as more intensive work is expected of the older ones, they should attend in the morning, while others think that a younger child needs more help and therefore should have the benefit of the morning hours, when he is at his best physically. These answers all imply that the most developing work can be done in the morning session, when both teachers and the children are at their best, and a different standard must be set for afternoon work. Forty kindergartners state that the difference in the length of the

sessions is the main reason for determining when the children shall attend. All but 2 would have the older children for the longer period. Fourteen say that there is no division according to age, the children attending the session which suits the convenience of the parents.

*Rank of kindergartners.*—Thirty cities report that the teachers are classified as directors and assistants. These assistants vary all the way from the untrained "cadet" or training student to the kindergartner who has had equal training with the director, but has had less experience. The kind and amount of assistance varies also from the mere care of the room and oversight of table work to an even division of work between director and assistant, one taking charge of the morning session and the other of the afternoon session.

In several cities the number of children enrolled determines the number of assistants. Cities like New York, Chicago, Utica, Trenton, and Salt Lake City report that there are two kindergartners of equal rank. Of course in such cases the two teachers divide the responsibility evenly, each having charge of one session and assisting at the other.

*Effect of double session.*—The answers to question 6, concerning the effect of the double session upon the teachers, were evidently given from different standpoints. Some understood the question to apply to kindergarten work in general and others understood it to apply to the effect of the double session. The first set of answers were disregarded in the summary below,<sup>1</sup> since the double-session problem was the specific point of the questionnaire. Another confusion arose from the fact that some kindergartners felt that a choice must be made between one session with perhaps 70 to 90 children under two teachers, and two sessions each with half that number. Other kindergartners appeared to view the matter from a standpoint of 40 to 50 children only in the morning or that number twice a day.

Of those who considered the question from the standpoint of one session with large numbers, as contrasted with two sessions with small numbers, the following are the answers:

Health.....	better...5; poorer...11; same...1
Buoyancy.....	more...5; less.... 8; same.. 2
Quality work.....	better...9; poorer.. 8; same..5
Visiting in homes.....	more...0; less....16; same..3
Mothers' meetings.....	more...0; less....14; same..5
Study.....	more...0; less....14; same..5

The spirit of play which must pervade every true kindergarten is the free creative spirit of the artist. There is loss of buoyancy with the double session; health is affected; and the quality of work is lowered.

<sup>1</sup> But not in the table, pp. 32 f.



Where small groups were considered for both morning and afternoon, it was felt that double sessions resulted in—

Health.....	better..0; poorer..45; same..23
Buoyancy.....	more...0; less....40; same..20
Quality work.....	better..1; poorer..38; same..19
Visiting in homes.....	more...0; less....58; same.. 8
Mothers' meetings.....	more...0; less....44; same..22
Study.....	more...0; less....49; same..13

These statistics seem to indicate that all kindergartners find the double session a drawback to the work outside of the immediate teaching, and even the quality of teaching would be somewhat affected by the lack of time for study. Where the double session is a question of dividing the number of children so that half come in the morning and half in the afternoon, there is no greater strain upon the teacher, and of course the children have the benefit of more individual attention. Where only half the children could be accommodated with the single session, a larger majority of the teachers felt the great tax of the second session.

*Advantages and disadvantages.*—The answers to question 7, concerning the advantages of double sessions, were also given from the viewpoints stated above. Therefore 27 state that the advantages of double sessions are: Possibility of smaller numbers, greater freedom, better grading of the children, and more opportunity to allow expression of individuality. Others who consider coming in contact with twice the number of children as the results of double session declare that more children are accommodated, expenses are decreased, and kindergartners are placed on an equal footing with primary teachers, receiving the same salary.

On the whole the kindergartners feel that the advantages outweigh the disadvantages, although 25 think that the strain upon the teacher hardly outbalances the good to the children, as the kindergarten is not able to give of her best to all.

The greatest advantage seems to be the standing given to the kindergarten idea in the community. This is voiced in the following:

The double session promotes a general feeling on the part of the community, the teaching body, and the teacher that the kindergarten is a vital, integral part of the school system and not a luxury, exceptional in its organization and privileges.

Our board of education regards the kindergarten largely from an economic point of view. The proposition of caring for a group of from 70 to 80 children in one room with two teachers makes them willing to establish a kindergarten, whereas the expense of the one-session plan with groups small enough to be of value to the children would be considered too costly for practical purposes.

*Better use of afternoon hours.*—Interesting returns came in answer to the last question. It is here that the kindergarten reveals her idea of the scope of her work. That many kindergarten teachers feel their function as connecting link between the home and the school is shown

by the fact that 38 would like to spend some of the afternoon hours in visiting in the homes and 21 in holding more mothers' meetings. Seventeen state that assisting in the primary grades, in story telling, in overseeing manual work, and in leading games, would be a desirable way to spend the time. Six speak of social settlement and playground work, showing that they believe the kindergarten spirit should function outside the limits formerly relegated to the teacher. Twenty-two would like more time for study and 15 for preparation of work.

Twenty-six have no suggestions to make as to better use of afternoon hours, and yet 19 of these have stated that few visits are made or mothers' meetings held because of the double sessions. These kindergartners must feel that the benefit of giving more individual attention to children or of having more children in the kindergarten must outweigh the value of learning home conditions and getting acquainted with parents. Just one individual states that "with parent-teacher's associations and the services of a school nurse, the need of kindergartners in home-visiting is reduced considerably. Cases not covered by these means are still met by the kindergartners."

Yet there are many strong pleas for more visits in the homes. "Double sessions give an opportunity to study a child in small groups, but we would understand him better still if we saw him at home." "Home visiting is a difficult task when it must be begun at 4 o'clock. Often you trespass upon the preparations for supper. 'Pop calls' are of no value when you wish to get at home environments."

*Conclusion.*—In many cities the double session seems to have been found an economic necessity to accommodate all the children of kindergarten age, that is, in groups that are small enough to be of benefit to them and yet without too great an expenditure for equipment and for the teachers' salaries.

That the hours of the kindergartner should be slightly shorter than those of the primary teacher seems permissible, since coming in contact with the many different personalities of the two sets of children exhausts the vitality.

Whether the younger or older children should have the advantage of the morning hours seems to be a matter to be decided by the particular locality.

If good work is to be done in the afternoon, the kindergartner who has charge of the afternoon session must be spared as much of the responsibility as possible for the early session. As stated by one teacher, "the single session under right conditions is ideal; the double session with two directors of equal ability is the next best arrangement." This judgment as to the double session with two directors is doubtless sound if the work of the kindergartner is to be exactly similar to that of the grade teacher. If, however, she is to be the link between the home and the school, more time must be given her for

home visiting and mothers' meetings. The kindergartner is not only a teacher, but a social worker. She comes into very intimate touch with the mothers of the community. The little child separated from home for the first time creates a close bond of sympathy between the kindergartner and the mother, and by means of it the kindergartner can become a strong influence in the shaping of the home life. The kindergartner's work may be partly outside of the school building and yet be as difficult as that of the grade teacher.

Each city or town must determine the type of work needed when considering the advisability of the double session for the kindergartner. If it is more important to accommodate large numbers of children, then the double session may be introduced; but if the kindergartner is to take her rightful place in the community as an influence in the home as well as in the school, if she is to give the best educational help to the children under her care, then she must have some afternoon hours free.

The table which follows shows in detail the replies to the questionnaire on double sessions:

TABLE 1.—*Double-session kindergartens—Hours, attendance, teachers.*

[× denotes "Yes"; 0 denotes "No."]

Institutions.	Year kindergarten established.	Year two sessions introduced.	Length of sessions (hours).				Same children attend both sessions?	Older or younger attend afternoon?	Afternoon group smaller?	Two kindergartners of equal rank?	A director and assistant?	Is there only one kindergarten?	Advantages outweigh disadvantages?	Are conditions of teachers' work in kindergarten more difficult than primary grade?
			Morning.		Afternoon.									
			Kindergarten.	First grade.	Kindergarten.	First grade.								
Bisbee, Ariz.:	1907	1907	2	2	2	2	0		0	0		×	×	0
Central School.....														×
Denver, Colo.:	1893	1906	2½	2½	2½	1½	0	O.	0	0	×		×	×
41 kindergartens.....								Y.	0	0	×	0	×	0
New Britain, Conn.:	1892	1896	2	2½	2	2	0							
New Haven, Conn.:														
Zwiler School.....	1885	1898	3	3	2½	2	0	Y.	0	0	×		×	0
Scranton School.....	1885	1898	2½	2½	2½	2	0		0	0	×		×	0
Cedar Street School.....	1885	1898	2½	2½	2½	2	0	Y.	0	0	×		×	0
Winchester School.....	1885	1898	2½	3	2½	2	0		0	0	×		×	0
Stonington, Conn.:														
Grammar School.....	1904	1904	2½	3	2	2½	0	Y.	0			×		×
Waterbury, Conn.:														
Duggan School.....	1902	1902	2½	3	2½	2	0		×		×	0	0	0
Driggs School.....	1902	1902	2½	3	2½	2	0				×	0	0	0
Margaret Croft School.....	1902	1902	2½	3	2	2	0				×	0	0	0
St. Petersburg, Fla.:														
140 First Street north.....	1906	1912	2½	4	2½		0	O.	×	0	×	0	×	0
Chicago, Ill.:														
Alvord School.....	1889	1902	2½	2½	2½	2	0	Y.	0	×	0	0	×	0
Bradwell School.....	1889	1902	2½	2½	2½	2	0	Y.	0	×	0	0	×	0
Forestville School.....	1889	1902	2½	3	2½	2	0	Y.	0	×	0	0	×	0
Hamline School.....	1889	1902	2½	3	2½	2	0						0	×
Phil Sheridan School.....	1889	1902	2½	2½	2½	2	0	Y.	0	×	0	0	×	0
Ray School.....	1889	1902	2½	3	2½	2	0	Y.	×	×			×	0
Lake Forest, Ill.:														
Halsey School.....	1895	1903	2½	2½	2	1½	0		×	0	×		0	×
Moline, Ill.:														
Grant School.....	1903	1903	2½	2½	1½	1½	0	Y.	×	0	×		×	×
Lincoln School.....	1903	1903	2½	2½	1½	1½	0	Y.	×	0	(2)		0	×
Willard School.....	1903	1903	2½	2½	1½	1½	0	Y.	×	0	(2)		0	×



TABLE 1.—*Double-session kindergartens—Hours, attendance, teachers—(Continued).*

Institutions.	Year kindergarten established.	Year two sessions introduced.	Length of sessions (hours).				Same children attend both sessions?	Older or younger attend in afternoon?	Afternoon group smaller?	Two kindergartners of equal rank?	A director and assistant?	Is there only one kindergarten?	Advantages outweigh disadvantages?	Are conditions of teachers' work in kindergarten more difficult than primary grade?
			Morning.		Afternoon.									
			Kindergarten.	First grade.	Kindergarten.	First grade.								
Atlantic City, N. J.: Brighton Avenue School.....	1904	1908	2	2½	1½	2	×	0	.....	.....	×	.....	0	0
Illinois Avenue School.....	1904	1907	2	2½	1½	2	×	.....	.....	.....	.....	×	.....	0
East Orange, N. J.: Columbian School.....	1885	.....	2½	2½	1½	1½	×	×	0	.....	×	.....	0	0
Franklin School.....	1885	.....	2½	2½	1½	1½	×	O.	.....	.....	×	.....	0	0
Trenton, N. J.: Carroll Robbins Training School.....	1903	1905	2½	3	2½	2	0	Y.	×	×	×	.....	×	0
Girard School.....	1903	1905	2½	3	2½	2	0	.....	×	×	×	.....	×	0
Parker School.....	1903	1905	2½	3	2½	2	×	Y.	×	×	×	.....	×	0
Washington School.....	1903	1905	2½	3	2½	2	×	Y.	×	×	×	.....	×	0
Buffalo, N. Y.: Annex No. 1.....	1897	1906	2½	.....	1½	2	0	Y.	×	0	×	.....	0	0
Annex No. 7.....	1897	1906	2½	.....	1½	2	0	Y.	×	0	×	.....	0	0
School No. 16.....	1897	1906	2½	.....	1½	2	0	Y.	×	0	×	.....	0	0
School No. 20.....	1897	1906	2½	.....	1½	2	0	Y.	×	0	×	.....	0	0
School No. 51.....	1897	1906	2½	.....	1½	2	0	Y.	.....	.....	.....	.....	0	0
Gloversville, N. Y.: Public Schools.....	1888	1888	2½	2½	2	2	1 ×	.....	.....	.....	.....	×	0	0
Jamestown, N. Y.: District No. 4.....	1863	1900	2½	1½	2	2	0	.....	0	.....	.....	×	0	0
District No. 7.....	1893	1900	3	3	2	2	0	Y.	×	0	×	×	0	0
District No. 10.....	1893	1900	2½	1½	2	2	0	Y.	×	0	0	×	0	0
Lockport, N. Y.: Public schools.....	1899	1899	2	2½	2	2	0	Y.	×	0	0	×	×	0
New York, N. Y.: The Bronx, No. 23.....	1893	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0
Manhattan, No. 12.....	1893	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×
Rochester, N. Y.: School No. 9.....	1887	1900	2½	2½	2½	2½	0	Y.	0	0	×	.....	0	×
School No. 10.....	1887	1900	2½	2½	2½	2½	0	O.	0	0	0	.....	×	0
School No. 12.....	1887	1900	2½	2½	2½	2½	0	O.	0	0	0	.....	×	0
School No. 16.....	1887	1900	2½	2½	2½	2½	0	O.	0	0	0	.....	0	0
School No. 19.....	1887	1900	2½	2½	2½	2½	0	.....	.....	0	×	.....	×	0

Syracuse, N. Y.:	1895	21	2	0	Y.	0	X																	
Clinton School.....	1895	21	2	0	Y.	0	X																	
Grace School.....	1895	21	2	0	Y.	0	X																	
Pittman School.....	1895	21	2	0	Y.	0	X																	
Summer School.....	1895	21	2	0	Y.	0	X																	
Utica, N. Y.:	1890	21	13	0	Y.	0	X																	
Faxon School.....	1890	21	13	0	Y.	0	X																	
Buckner School.....	1890	21	13	0	Y.	0	X																	
Yonkers, N. Y.:	1895	21	2	0	Y.	0	X																	
School No. 7.....	1895	21	2	0	Y.	0	X																	
School No. 12.....	1895	21	2	0	Y.	0	X																	
School No. 18.....	1895	21	13	0	Y.	0	X																	
Cleveland, Ohio:																								
Boulevard School.....	1894	2	2	0	Y.	0	X																	
Lincoln School.....	1897	2	2	0	Y.	0	X																	
Quincy School.....	1897	2	2	0	Y.	0	X																	
Tot School.....	1896	2	2	0	Y.	0	X																	
Dayton, Ohio:																								
Allen School.....	1896	21	21	0	Y.	0	X																	
Franklin School.....	1896	21	21	0	Y.	0	X																	
McKinley School.....	1896	21	21	0	Y.	0	X																	
Webster School.....	1896	21	11	0	Y.	0	X																	
Newport, R. I.:																								
Public schools.....	1882	2	2	0	Y.	0	X																	
Salt Lake City, Utah:																								
Franklin School.....	1906	21	3	0	Y.	0	X																	
Wasatch School.....	1906	21	3	0	Y.	0	X																	
Seattle, Wash.:																								
Public schools.....	1902	21	2	13	Y.	0	0																	
Appleton, Wis.:																								
Lincoln School.....	1897	21	2	0	Y.	0	X																	
Eau Claire, Wis.:																								
Tenth Ward School.....	1904	21	2	0	Y.	0	X																	
Fond du Lac, Wis.:																								
McKinley School.....	1894	2	13	0	Y.	0	X																	
Union School.....	1894	2	13	0	Y.	0	X																	
Kenosha, Wis.:	1905	2	2	0	Y.	0	0																	
Milwaukee, Wis.:																								
Thirty-seventh St. School.....	1881	3	13	0	Y.	X																		
Tover St. School.....	1881	3	13	0	Y.	0	0																	
Town St. School.....	1881	3	13	0	Y.	0	0																	
Scott St. School.....	1881	3	13	0	Y.	0	0																	
Forest Home Ave. School.....	1881	3	2	0	Y.	0	X																	
Clark St. School.....	1881	3	2	0	Y.	0	0																	
Shelbygan, Wis.:																								
Franklin School.....	1886	21	2	0	Y.	X	X																	
Jefferson School.....	1886	21	1	0	Y.	0	0																	
U. S. Grant School.....	1886	21	2	0	Y.	X	X																	

When rooms are not crowded,

<sup>2</sup> Summary furnished by supervisor.

<sup>3</sup> In 3 schools.

<sup>4</sup> In 4 schools.

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children.*

Institutions.	Effects of two sessions upon teachers as to—						Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.
Bisbee, Ariz.: Central School.	No ill effect.	Brighter.	Good.	Not affected.	Not affected.	Not affected.	.....	.....
Denver, Colo.: 41 Kindergartens.	Good.	Good.	.....do.	Visit on rainy days.	(1).....	Good.	.....	.....
New Britain, Conn. <sup>2</sup>	Satisfactory.	Normal.	.....do.	Fewer.	Sufficient.	.....do.	(3).....	(3).....
New Haven, Conn.: Zunder School.	No ill effect.	No ill effect.	No ill effect.	Less time.	.....	Less time.	More children benefited.	.....
Scranton school.	.....do.	Less active in afternoon.	Less energy in afternoon.	.....do.	Very few.	.....do.	.....do.	.....
Cedar Street School.	Wearing.	Less enthusiasm in afternoon.	No ill effect.	.....do.	No time.	.....do.	.....do.	More experience.
Winchester School.	Nerve strain.	More effort in afternoon.	Good.	Not as frequent.	Insufficient.	.....do.	.....do.	.....
Stonington, Conn.: Grammar School.	.....do.	Good.	.....do.	Visit each month.	.....	Good.	None.	None.
Waterbury, Conn.: Duggan School.	.....do.	Depressing.	Hard to tell.	Little done.	None held.	Little done.	.....do.	Extra work.
Driggs School.	Less strain.	Better.	Better.	.....do.	None.	.....do.	Smaller class.	Work lighter.
Margaret Croft School.	.....do.	.....do.	No ill effect.	None.	.....	.....do.	.....	.....
St. Petersburg, Fla.: 140 First Street north.	No ill effect.	Better.	Better.	Diminished.	More difficult.	Less time.	Greater opportunity.	Better.
Chicago, Ill.: Albight School.	Tax on health.	Fair.	Good.	Little.	Fewer.	Good.	More children benefited.	Better salary.
Bradwell School.	No ill effect.	No ill effect.	.....do.	Limited.	Limited.	Limited.	.....do.	Do.
Forestville School.	Wearing.	Negative.	Kept up by effort.	None.	None.	.....do.	.....do.	Do.
Hamline School.	No ill effect.	Less buoyancy.	Better.	Little done.	None held.	Less done.	.....do.	Do.
Phil Sheridan School.	.....do.	No ill effect.	No ill effect.	.....	Limited.	Reasonable amount.	.....do.	Do.
Ray School.	.....do.	.....do.	Just as good.	Little time.	.....do.	Less time.	.....do.	Do.
Lake Forest, Ill.: Halsey School.	Nerve strain.	Not as good in afternoon.	Not as good.	.....do.	.....	Little time.	.....do.	Do.
Moline, Ill.: Grant School.	Poorer.	Less buoyancy.	Better work.	Less visiting.	Fewer.	Less study.	More individual work.	Smaller classes.
Lincoln School.	No ill effect.	.....do.	Good.	No time.	(4).....	.....	Better work.	.....



Willard School	Nervous strain	Just as good	Done after school hours	Little time	More individual work	Do.
Fort Wayne, Ind.: James H. Smith School	Fatiguing	Very good	Little time	(*)	More children benefited.	Better salary.
Hanna School	do.	Less buoyancy	Little time	(*)	do.	Do.
Washington and Jefferson Schools	Can not judge	Can not judge	Can not judge	(*)	do.	Do.
Harner and Bloomingdale Schools	Nervous disability	Excellent	Little done	(*)	Reading circle	Do.
Nebraska School	Fatiguing	Not so good in afternoon	Little time	(*)	Better grading	Do.
Madison, Ind.: Eggleston School	No ill effect	Not as good	Little time			
Des Moines, Iowa: Brooks School	More strain	Not as good	Little done	Fewer	More children benefited.	Smaller classes. Less confusion.
Bird School	No ill effect	Same as in one	Less time	Less time	More freedom	Do.
Elmwood School	No ill effect	Better work	Little done	(*)	Fewer in groups	Better.
Garfield School	No ill effect	No ill effect	No ill effect	Same effect	More attention	Do.
Grant School	do.	Less time	Less time	Less time	More freedom	Do.
Henry Sabin School	Over tired	Not as good	Much less	do.	Better work	Do.
Cattell School	No ill effect	do.	Not as frequent	(*)	do.	Do.
Webster School	Less nerve strain	Better	Same effect	Same effect	do.	Do.
Grinnell, Iowa: Cooper School	No ill effect	No ill effect	Same effect		More individual work	Do.
Parker School	Is affected	Not as good	Little time	None held	do.	Do.
South School	Interest lags	Not as good	Little time		do.	Do.
Atchison, Kans.: Ingalls School	Wearing	Good	Little done	Not frequent	Better work	Do.
Calamet, Mich.: Public schools	Good	Good			do.	Stronger in her work.
Garfield School	No ill effect	Better		Fewer	do.	Better.
Holmes School	do.	Satisfactory		Frequent	Keen interest	Two short sessions not so hard.
Flint, Mich.: Doyte School	Bad effect	Not as good	Not as much		More children benefited.	Less wearing.
Kalamazoo, Mich.: Vine Street School	Some strain	Excellent	Little done	(*)	More individual work	None.
Duluth, Minn.: Washington School	Not affected	Not affected	Limits visits	Limits meetings	Not affected	Do.
Winona, Minn.: Kostusko School						
Madison and Jefferson Schools						

1 Parent-Teachers' Club once a month.

2 Summary furnished by supervisor.

3 Makes the kindergarten an integral part of school system.

4 Monthly meetings.

5 Mothers' "Child Welfare League" takes place of visiting and mothers' meetings; meet once a month.

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children—(Continued).*

Institutions.	Effects of two sessions upon teachers as to—					Advantages of two sessions—		
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.
St. Louis, Mo.: Dozier School. Marquette School.	Fair. Strain on health.	Good. Less buoyant.	Varies. Not as good.	Limited.	Limited.	Limited. do.	Keep children off the streets. Better.	More salary. Do. Better.
Wymann School. Walpole, N. H.: North Walpole School. Atlantic City, N. J.: Brighton Avenue School.	Beneficial. No effect.	Good. No ill effect.	Good. Not affected.	Limited. Not affected.	None.	do. do.	None.	None.
Illinois Avenue School. East Orange, N. J.: Columbian School. Franklin School. Trenton, N. J.: Carroll Robbins Training School. Girard School.	No effect. More wearing. Fair.	No ill effect. Less buoyant. do.	Less spontane- ous. Not as good.	do. Little time. do.	Limits meetings. Limited.	Limited. do.	( <sup>1</sup> ). None. Better.	Do. Questionable.
Parker School. Washington School.	Not affected. Not as good. Not greatly af- fected. Drain on health.	do. Less spontane- ity. Slightly de- creased.	Not as good. do. Best work in morning. Not the best.	Less visiting. Much less.	Less frequent. do.	Not much time. Fewer courses.	Grouped better. More individual attention. Grouped better.	None. Less tiring. Better.
Buffalo, N. Y.: Annex No. 1. Annex No. 7.	Can not say. Not beneficial.	Is affected. Most buoyant in morning.	Same work done. Not as good.	Just the same. Less.	No difference.	Limited. Less time and strength.	None. More individual attention.	None. Better opportu- nity to study children.
School No. 16. School No. 20. School No. 51. Gloversville, N. Y.: Public Schools.	No ill effect. Nervous strain.	No ill effect. Is affected.	High standard. Is affected.	do. Satisfactory. Insufficient time.	Less frequent. Satisfactory. Insufficient time.	do. Not much time. do.	do. do. Better.	Less confusion. Less nervous strain. Better.
Jamestown, N. Y.: District No. 4. District No. 7. District No. 10.	Exhausts vital- ity. Not as good. No ill effect.	Reduces spon- taneity. do. No ill effect.	Slightly affected. Not as good. No ill effect.	do. do. None.	( <sup>2</sup> ). Little done. do.	Limited. Little done. No difference.	Better. None. More children benefited.	Less fatigue. None.
Lockport, N. Y.: Public schools.	do.	do.	Good.	Frequent as nec- essary.	Varies.	do.	Grouped better.	Smaller number.

New York, N. Y.:	Better.....	Better.....	Higher grade work.....	Lessened.....	Frequent as necessary.....	Lessened.....	More individual work.....	Better.....
The Bronx No. 23.....	do.....	do.....	Better.....	Sacrificed.....	Sacrificed.....	Sacrificed.....	do.....	Do.....
Manhattan No. 12.....	Nervous exhaustion.....	Less buoyancy.....	do.....	do.....	Infrequent.....	Limited.....	do.....	None.....
Rochester, N. Y.:	Exhausting.....	Makes drudges.....	Not as good.....	Limited.....	Can have but few.....	Takes away desire.....	No advantage.....	Do.....
School No. 10.....	No ill effect.....	No ill effect.....	do.....	Curtailed.....	Infrequent.....	Limited.....	Smaller groups.....	Smaller number.
School No. 12.....	Is affected.....	Is affected.....	do.....	do.....	Not as frequent.....	do.....	More individual work.....	Smaller classes.
School No. 16.....	Very strenuous.....	do.....	do.....	do.....	do.....	Great exertion.....	do.....	Do.....
Syracuse, N. Y.:	Good.....	Good.....	Good.....	Satisfactory.....	Infrequent.....	Satisfactory.....	do.....	Do.....
Clinton School.....	No ill effect.....	No ill effect.....	No ill effect.....	Limited.....	Limited.....	Limited.....	do.....	Do.....
Grace School.....	More physical work.....	Less buoyancy.....	do.....	do.....	do.....	Not much time or energy.....	More children benefited.....	Do.....
Putnam School.....	No ill effect.....	Less strain.....	No difference.....	do.....	Infrequent.....	do.....	do.....	Better.....
Utica, N. Y.:	Strain.....	Not as buoyant.....	Not as well prepared.....	Just the same.....	do.....	Little time.....	do.....	Larger salary.
Faxon School.....	Good.....	Good.....	Good.....	do.....	Not as frequent.....	Some.....	do.....	Do.....
Blucker School.....	Uses up vitality.....	No ill effect.....	No ill effect.....	Less visiting.....	Fewer.....	Not much time.....	do.....	Smaller classes.
Yonkers, N. Y.:	Same as primary.....	Same as primary.....	No difference.....	Varies.....	Satisfactory.....	Limited.....	More freedom.....	Do.....
School No. 7.....	Strain.....	do.....	do.....	Less visiting.....	Infrequent.....	do.....	More individual work.....	Do.....
Cleveland, Ohio:	No ill effect.....	Weariness in afternoon.....	Not affected.....	Limited.....	No meetings.....	do.....	More children benefited.....	Smaller classes.
Boulevard School.....	Not as good.....	Less buoyancy.....	More mechanical.....	do.....	Limited.....	Not affected.....	do.....	None.....
Lincoln School.....	Nervous strain.....	do.....	do.....	do.....	No meetings.....	Limited.....	do.....	Do.....
Quincy School.....	No ill effect.....	Less spontaneity.....	do.....	Less.....	Entirely eliminated.....	Lack of time and energy.....	do.....	Smaller classes.
Tod School.....	No difference.....	No difference.....	More efficient.....	Not as much.....	Not much time.....	No difference.....	More individual attention.....	do.....
Dayton, Ohio:	Not affected.....	Not affected.....	Could do better with one session.....	Not much time.....	(?).....	Not as much time.....	do.....	do.....
Allen School.....	do.....	do.....	Has not suffered.....	Fewer.....	(?).....	Limited.....	More children benefited.....	Easier.
Franklin School.....	do.....	do.....	No difference.....	Not affected.....	(?).....	No difference.....	More freedom.....	do.....
McKinley School.....	do.....	do.....	No difference.....	Very little.....	Limited.....	Very little.....	do.....	do.....
Webster School.....	Good.....	Good.....	Not affected.....	do.....	do.....	do.....	do.....	do.....
Newport, R. I.:	Public schools.....	Public schools.....	Public schools.....	Public schools.....	Public schools.....	Public schools.....	Public schools.....	Public schools.....

<sup>1</sup> Children who have had home surroundings have better environment by longer time.<sup>2</sup> Held once a month in connection with all grades of the school.<sup>3</sup> Mothers' Clubs meet once a month.

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children—Continued.*

Institutions.	Effects of two sessions upon teachers as to—							Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.	
Salt Lake City, Utah: Franklin School.....	Fatigue.....	No ill effect.....	Not as good.....	Limited.....	.....	Not much time.....	More individual work.....	Smaller groups.	
Wasatch School.....	Not affected.....	.....do.....	No ill effect.....	Little time left. (1).....	(1).....	Limited.....	More children benefited.....	Better.	
Seattle, Wash.: Public schools.....	No effect.....	.....do.....	Very good.....	Varies.....	Limited.....	As favorable as other grades.....	More individual work.....	Smaller groups.	
Appleton, Wis.: Lincoln School.....	Excellent.....	Very good.....	Satisfactory.....	Satisfactory.....	.....	Limited.....	Greater adaptability.....	Do.	
Eau Claire, Wis.: Tenth Ward School.....	Taxing.....	Taxing.....	Morning hours best.....	Limited.....	Limited.....	.....do.....	Better.....	Better.	
Fond du Lac, Wis.: McKinley School.....	No ill effect.....	Less buoyancy.....	Superior.....	.....	.....	.....	Not so crowded.....	Discipline not so difficult.	
Union School.....	.....do.....	.....do.....	.....	.....	(1).....	.....	More individual work.....	Better able to meet needs of each.	
Kenosha, Wis. <sup>2</sup> .....	Good.....	Good.....	Good.....	Less visiting.....	Less frequent.....	Limited.....	Smaller number.....	Better results.	
Milwaukee, Wis.: Thirty-seventh St. School.....	May be affected.....	More buoyant.....	Better work done.....	Not much time.....	Not much time.....	.....	Better grouped.....	More time to devote to each class.	
Dover St. School.....	Not affected.....	Good.....	Good.....	Satisfactory.....	Infrequent.....	Satisfactory.....	More individual work.....	Less strain.	
Twentieth St. School.....	.....do.....	.....do.....	.....do.....	Irregular.....	Irregular.....	.....do.....	Smaller classes.....	Fewer children.	
Scott St. School.....	.....do.....	.....do.....	.....do.....	No time.....	No time.....	.....do.....	.....do.....	More individual work.	
Forest Home Ave. School.....	.....	.....	.....	Infrequent.....	Infrequent.....	.....	More children benefited.....	Experience.	
Clark St. School.....	Good.....	Good.....	Excellent.....	Not enough.....	Varies.....	Satisfactory.....	Better grouped.....	Smaller classes.	
Sheboygan, Wis.: Franklin School.....	Better.....	Better.....	More individual work can be done.	No difference.....	The same.....	The same.....	.....do.....	Better results.	
Jefferson School.....	.....do.....	.....do.....	Better.....	Not as much.....	Not as many.....	Not as much.....	More individual work.....	Do.	
U. S. Grant School.....	Some nervous strain.	.....	.....	Irregular.....	(1).....	Satisfactory.....	.....do.....	Fewer children.	

<sup>1</sup> Mothers' Clubs meet once a month.<sup>2</sup> Summary furnished by supervisor.

## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

### 1906.

- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1908.

- \*No. 5. Education in Formosa. Julean H. Arnold. 10 cts.  
\*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.  
\*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.  
\*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.  
No. 5. Statistics of public, society, and school libraries in 1908.  
\*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.  
No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.  
\*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.  
\*No. 9. Bibliography of education for 1908-9. 10 cts.  
No. 10. Education for efficiency in railroad service. J. Shirley Eaton.  
\*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.  
No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.  
\*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

### 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.  
\*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.  
\*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.  
\*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.  
\*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.  
\*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.  
No. 9. Mathematics in the technological schools of collegiate grade in the United States.  
\*No. 13. Mathematics in the elementary schools of the United States. 15 cts.  
\*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.  
\*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.  
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

### 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. Freck Mutchler and W. J. Craig. 5 cts.  
\*No. 3. Report of committee on uniform records and reports. 5 cts.  
\*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.  
\*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.  
\*No. 6. Agricultural education in secondary schools. 10 cts.  
\*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.  
\*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12. 10 cts.]

- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- \*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- No. 22. Public and private high schools.
- \*No. 23. Special collections in libraries in the United States. W. D. Johnston and I. G. Mudge. 10 cts.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 6. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and C. Goldziher.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.

## 1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- \*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- \*No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- \*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- \*No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- \*No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- \*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- \*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- \*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
- \*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- \*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- \*No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- \*No. 20. Illiteracy in the United States. 10 cts.
- \*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- \*No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- \*No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
- \*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- \*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- \*No. 29. Accredited secondary schools in the United States. Kendric C. Balcock. 10 cts.
- \*No. 30. Education in the South. 10 cts.
- \*No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md.
- \*No. 34. Pension systems in Great Britain. Raymond W. Sies. 10 cts.
- \*No. 35. A list of books suited to a high-school library. 15 cts.
- \*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- \*No. 38. Economy of time in education. 10 cts.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
- \*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- \*No. 41. The reorganization of secondary education. 10 cts.
- No. 42. An experimental rural school at Winthrop College. H. S. Browne.
- \*No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- \*No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- \*No. 46. Educational directory, 1913. 15 cts.
- \*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- \*No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
- No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
- \*No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann. 10 cts.
- \*No. 51. Education of the immigrant. 10 cts.
- \*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
- No. 53. Monthly record of current educational publications, December, 1913.
- No. 54. Consular reports on industrial education in Germany.
- No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
- No. 58. Educational system of rural Denmark. Harold W. Foght.
- No. 59. Bibliography of education for 1910-11.
- No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

## 1914.

- \*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
- No. 2. Compulsory school attendance.
- \*No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
- No. 4. The school and the start in life. Meyer Bloomfield.
- No. 5. The folk high schools of Denmark. L. L. Friend.
- No. 6. Kindergartens in the United States.
- No. 7. Monthly record of current educational publications, March, 1914.
- No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
- No. 9. Monthly record of current educational publications, April, 1914.
- \*No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.
- \*No. 11. Monthly record of current educational publications, May, 1914. 5 cts.
- \*No. 12. Rural schoolhouses and grounds. F. B. Dresslar. 50 cts.
- No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.  
Royal B. Farnum.
- No. 14. Vocational guidance.
- No. 15. Monthly record of current educational publications. Index.
- \*No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King. 50 cts.
- No. 17. Sanitary survey of the schools of Orange County, Va. Roy K. Flannagan.
- No. 18. The public school system of Gary, Ind. William P. Burris.
- No. 19. University extension in the United States. Louis E. Reber.
- No. 20. The rural school and hookworm disease. J. A. Ferrell.
- No. 21. Monthly record of current educational publications, September, 1914.
- No. 22. The Danish folk high schools. H. W. Foght.
- No. 23. Some trade schools in Europe. Frank L. Glynn.
- No. 24. Danish elementary rural schools. H. W. Foght.
- No. 25. Important features in rural school improvement. W. T. Hodges.
- No. 26. Monthly record of current educational publications, October, 1914.
- \*No. 27. Agricultural teaching. 15 cts.
- No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
- No. 29. The kindergarten in benevolent institutions.
- No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.
- No. 31. Report on the work of the Bureau of Education for the natives of Alaska.
- No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Walkley.
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